



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Resurfacing yards and line markings.	Children report that they are pleased with the development to the yard.	Playtime equipment e.g bats/balls needs to be replenished over time.
Lunchtime led activities by Sportscool coaches.	Staff have increased confidence about how to lead sport at playtimes. 100% of the children engage with the lunchtime sports coaches positively.	This provision could be expanded across the week.
After school clubs led by Sportscool coaches.	A wider variety of sports clubs are available to children.	There is some reluctance to join clubs when children are unsure about what they entail. Children's knowledge needs expanding.
Begin ECT induction process as a PE subject leader	The incoming PE subject leader reports increased confidence in how to lead PE, tasks that are to be completed through the year and how to monitor effectively.	Further training to develop an in-depth knowledge of good practice in PE is required.

Team teach orienteering to develop staff confidence in delivering OAA	Staff have a better understanding of how to deliver OAA activities to KS2 classes.	Develop staff confidence across other key stages/ disciplines.
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>To expand the lunchtime offer to ensure children engage in at least 30 minutes of exercise in school each day - employ Sportscool coaches daily.</i></p>	<p><i>Lunchtime supervisors / employment of lunchtime coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take part.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity –</i></p>	<p><i>More pupils meeting their daily physical activity goal. Maintain 100% of pupils engaging with coaches at lunchtime.</i></p>	<p><i>£8775 costs for additional coaches to support lunchtime sessions.</i></p> <p><i>£500 to replenish lunchtime toys/games.</i></p> <p><i>£1275 cost for additional coach in Summer term 2.</i></p> <p><i>£300 cost for two full days of sports coaching.</i></p> <p><i>Autumn - 100% of YR-Y6 have engaged with Lunchtime Leaders. Pupils and staff speak positively.</i></p> <p><i>Spring - Coach Chloe is continuing to have a positive impact. In</i></p>

<p>To raise pupils knowledge and experience of a wider range of sports - taster sessions for every class, every half term,</p>	<p>Employment of coaches -as they plan and lead after school clubs and taster sessions.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>More pupils are encouraged to take part in PE activities beyond the school day (target beyond 60%).</p>	<p><i>pupil voices children talk about the activities with enthusiasm.</i> <i>Summer - An additional coach has been added into the Playground rota at lunchtimes. Children respond positively and number of behaviour incidents has also reduced.</i></p> <p>£2970 costs for coaches to deliver taster sessions and clubs . <i>Aut - 25% of pupils in Y1-Y6 have attended an ASC.</i> <i>22% of SEND pupils have attended an ASC.</i> <i>33% of pupils with an EHC plan have attended an ASC</i> <i>Taster sessions well received by pupils</i></p>
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				<p><i>and staff. All clubs have been full with a waiting list.</i></p> <p><i>Spr - 32% of pupils in Y1-Y6 have attended an ASC.</i></p> <p><i>44% of pupils with an EHC plan have attended an ASC.</i></p> <p><i>48% of EYFS have attended an ASC</i></p> <p><i>Taster sessions are still receiving good feedback.</i></p> <p><i>Summer - ASCs have been less well received. A change in sport for UKS2</i></p> <p><i>29% of pupils in Y1-Y6 have attended an ASC.</i></p> <p><i>22% of SEND pupils have attended an ASC.</i></p> <p><i>44% of pupils with an EHC plan have attended an ASC</i></p>
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<p>To provide CPD for incoming subject leader & teaching staff.</p>	<p>Subject leader and teachers who attend training.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>The subject leader is more confident to support all staff in delivering effective sport in school.</p> <p>The EYFS leader is more confident to plan and deliver lessons.</p> <p>The EYFS PE curriculum is robust and up-to-date, reflecting latest advice and good practice. .</p>	<p>£170 for 3x network meetings (LPDS).</p> <p>£189 for EY Physical Development and Dance training course (LPDS).</p> <p>Aut - EY training attended. Staff positive to confidence and skills developed. Now need to adapt and update EY curriculum for PE. Summer - Subject leader has a good understanding of key PE developments.</p>
<p>To provide top-up swimming lessons for the Y6 cohort</p>	<p>Year 6 pupils who will attend top-up sessions.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>The number of children meeting the national standard will be improved on last year.</p>	<p>Aut - Gaining pool time is proving difficult due to tight</p>

<p>The following targets are linked to the ADP, not funded by the SSP.</p> <p>To ensure that the implementation of the PE curriculum meets the needs of all learners, with all pupils accessing appropriately adapted lessons.</p> <p>To embed the curriculum model and develop consistency in delivery of PE by reviewing curriculum documents to ensure they reflect the expectations of the GMSJ curriculum.</p>	<p>Subject leader and PPA partner, Junior Jam, who deliver PE lessons.</p> <p>Subject leader and PPA partner, Junior Jam, who deliver PE lessons.</p>		<p>In pupil voice, pupils with SEND talk positively about their experiences in PE.</p> <p>Drop-ins show that PE lessons are being taught rigorously.</p>	<p>timetabling at the baths. Still under exploration.</p> <p>Pool time could not be secured.</p> <p>The children spoke about knowing what the aim of each lesson was, they felt they were able to join in with the activities and knew who to ask for help.</p> <p>They also said they were treated fairly.</p> <p>During drop-ins, LG saw that plans were being followed and the children were on task.</p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	% 17 (at Aut)	17 children out of the Y6 cohort had or previously had out of school swimming lessons at the time of school swimming in Y4. 6 children in the Y6 cohort had never been swimming at the time of school swimming in Y4.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	% 17	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>% 17</p>	<p>This is taught as part of the school swimming programme as well as theoretically through in-class PSHE lessons. This is especially important to our school due to the close proximity of open water sources: canal, pond, reservoir, streams.</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p>This was explored for the 2022/23 but unfortunately local pools are unable to accommodate us. It is hoped that Y6 will get an additional block of swimming this year.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Mrs Michaela Underwood</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss Katie Jefferies & Miss Liberty Gallagher (Subject Leader & Shadow Subject Leader)</i>
Governor:	<i>Mr Martin Sansam (Governor for SSP)</i>
Date:	<i>Initial plan written 04.09.23</i>
Review Dates:	<i>Updated Autumn - 12/12/23 by Katie Jefferies Updated Spring - 12/01/24 by Liberty Gallagher Updated Summer - 27/06/25 by Katie Jefferies</i>